



Handouts

Principle 1 :: Table of Contents

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SPECIAL INSTRUCTIONS FOR PRINTING HANDOUTS TO PHOTOCOPY

Whenever pages from the ECR 3-5 Literacy Training curriculum will be photocopied in black-and-white for distribution to participants, the master pages must be printed in black-and-white. DO NOT PHOTOCOPY A COLOR PAGE. PHOTOCOPYING A COLOR PAGE WILL NOT PRODUCE THE BEST QUALITY DOCUMENT. To create the best masters for photocopying, check your printer options and set it for black-and-white output, or notify your printing company (AEA, local print shop, Kinko's or other quick-printer) to set the output options for black-and-white-only printing.



Participant Profile

Language Outcomes

Participant's Name _____ Date _____


Mark "yes" or "no" for each statement by placing an X in the correct column. If you mark "yes," please complete the next column: "How often or how many times each day?"

Language Outcomes			How many times each day?		
			<i>Sometimes</i>	<i>Most times</i>	<i>All</i>
1. I plan and do meaningful meaningful experiences or activities daily to encourage all children to talk.	Yes	No	1 - 2	3 - 4	5+
2. I use sentences everyday that match the level of understanding of all children.	Yes	No	1 - 2	3 - 4	5+
3. I allow children time to think and talk about their experiences.	Yes	No	1 - 2	3 - 4	5+
4. I talk individually with all children, making comments, asking them questions, and/or responding to their ideas and comments on a daily basis.	Yes	No	1 - 2	3 - 4	5+
5. I plan and teach new words daily to children by using the new words during daily routines, play, and planned experiences.	Yes	No	1 - 2	3 - 4	5+
6. I model telling personal stories.	Yes	No	1 - 2	3 - 4	5+
7. I plan and provide time for all children to have opportunities to retell personal stories each day.	Yes	No	1 - 2	3 - 4	5+

Thank you for completing this form. Please return this form to your trainer.

Principle 1


- Children need to have many experiences and interactions to develop background knowledge and language skills



Language..


Language provides framework for

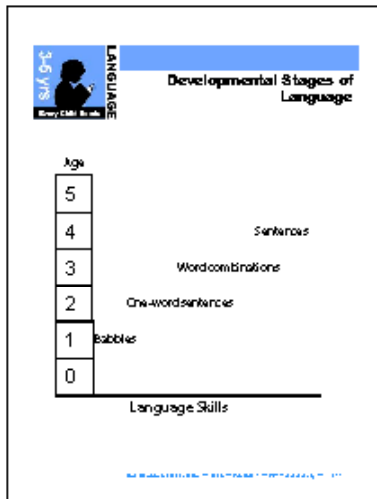
- Lifelong communication skills
- Reading and writing skills



What are Language Skills?

- Using words to convey a meaningful message
- Using a sequence of sounds [b-i-g]
- Understanding and saying meaningful words; vocabulary
- Using words in the correct order: "The house is big," not "The is big house."
- Using words in the appropriate social context: children should not say to parents or teachers, "No, duh!"

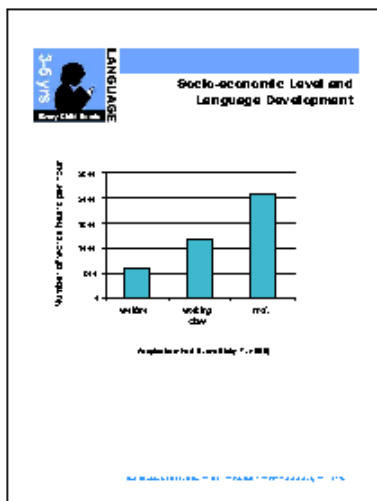




How children develop language skills

It's important to know...

- Children develop at different rates
- Social, economic, and cultural background affect language skill development
- Most oral language skills develop by age 5



3-5 yrs **LANGUAGE** **Every Child Reads**

How children develop language skills

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3-5 yrs **LANGUAGE** **Every Child Reads**

Language Principles

- Children need to have many experiences and interactions to develop background knowledge and language skills.
- Children need frequent opportunities to talk about their experiences and ideas using words, phrases, and sentences.
- Children need to learn and use new vocabulary words continuously.



3-5 yrs **LANGUAGE** **Every Child Reads**

Principle 1: Develop Background Knowledge and Language Skills

Outcomes

- Adults will support children's efforts to communicate by providing them frequent opportunities to talk.
- Adults will engage children in conversation by:
 - Commenting
 - Asking questions
 - Responding to children's comments or questions

3-5 yrs LANGUAGE
Every Child Reads

Principle 1: Develop Background Knowledge and Language Skills

Iowa Early Learning Standard

- Children understand and use communication and language for a variety of purposes.

Benchmarks


- Children will initiate, listen, and respond appropriately in conversations with peers and adults.
- Children will ask and answer a variety of question types.
- Children will speak in sentences of increasing length and grammatical complexity.

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3-5 yrs LANGUAGE
Every Child Reads

Principle 1

- Children need many experiences and interactions to develop background knowledge and language skills



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Principle 1: Develop Background Knowledge and Language Skills

Strategy

- Provide a variety of meaningful experiences using daily routines or planned events



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Active Engagement Leads to Meaningful Experiences

Real apples ACTIVE

Plastic apples

Picture of apple


The word 'apple' PASSIVE

↓

Background Knowledge


Background knowledge is useful in language development in two ways:

- Children develop a basic understanding of their world.
- These experiences encourage communication about their world.



Types of Experiences

- Daily routine events
- Planned events
 - In home or early childhood care and education setting
 - Outside home or early childhood care and education setting



3-5 yrs



LANGUAGE

Principle 1: Key Point

Use many daily opportunities to create meaningful experiences that help children develop background knowledge and language skills



Experiences to Build Language Skills

Many experiences to enhance language development occur naturally throughout the child's daily routines or during events that take place in the home or early care and education setting. The following chart shows a few examples both parents and teachers may use to provide language experiences for children.

Daily Routines in Home Setting	Daily Routines in Early Care and Education Setting
Food Daily Routines <ul style="list-style-type: none"> • Eating breakfast, lunch, or supper • Making cookies, sandwiches, or juice • Feeding the pets • Setting the table • Doing dishes 	Food Daily Routines <ul style="list-style-type: none"> • Eating breakfast, lunch, or snack • Preparing snacks • Serving snacks • Taking care of the dirty plates, silverware, and glasses after eating lunch
Clothing Daily Routines <ul style="list-style-type: none"> • Putting clothes on in the morning or pajamas on at night • Folding clean clothes 	Clothing Daily Routines <ul style="list-style-type: none"> • Putting hats and coats on to play outside • Playing dress-up • Putting on a paint shirt for painting
Daily Events or Activities <ul style="list-style-type: none"> • Getting mail from the mailbox • Taking a bath • Brushing teeth • Watching a television show • Reading books • Playing with toys, materials, and objects • Picking up toys and materials • Engaging in computer games 	Daily Events or Activities <ul style="list-style-type: none"> • Washing hands • Signing in for the day • Lining up after outside play • Drawing a picture • Reading books • Playing with toys, materials, and objects • Picking up toys and materials • Engaging in computer games

Experiences to Build Language Skills

Many language experiences occur naturally through adult-initiated events that take place *inside or outside* of the home or early care and education setting. Parents must do many things outside of the home to keep the household going. Families plan special celebrations and events both in and outside of their home. An early childhood setting may have the opportunity to provide field trip experiences for children. There are also many opportunities to plan good language experiences in the care and education setting itself. The following chart shows examples of activities parents and teachers use to provide planned language experiences inside or outside of the home or early care and education setting.

Planned Experiences Inside and Outside of Home	Planned Experiences Inside and Outside of Early Care and Education Setting
Food Experiences <ul style="list-style-type: none"> • Baking favorite family cookies for a special occasion • Bringing a parent breakfast-in-bed for a birthday • Going on a picnic • Eating Thanksgiving dinner at Grandma's • Eating at a restaurant (McDonalds) 	Food Experiences <ul style="list-style-type: none"> • Sharing purchased foods to make Stone Soup • Inviting grandparents for tea • Going on a picnic • Eating at McDonalds on a field trip • Setting up a bakery for dramatic play
Regularly Planned Experiences <ul style="list-style-type: none"> • Caring for a garden • Washing windows • Shopping at the grocery store • Shopping at Wal-Mart • Going to the library 	Regularly Planned Experiences <ul style="list-style-type: none"> • Walking to the park • Going to the library • Reading with visiting Big Buddies • Having a fire drill
Special Events or Activities <ul style="list-style-type: none"> • Going to the zoo or a farm • Going to a movie • Watching a fireworks display on the Fourth of July • Going swimming • Taking a trip to the mountains 	Special Events or Activities <ul style="list-style-type: none"> • Inviting a guest speaker to share something • Visiting a fire station • Going rollerskating • Watching a school play or program put on by elementary or high school students • Going to the Post Office